

Competencies for School Counselor, Grades K-12

ADD-ON LICENSURE

2013

In addition to the Arkansas Teaching Standards, School Counselors in grades K-12 shall demonstrate knowledge and competencies in the following areas:

<p>1. Knowledge</p> <p>CACREP: A1, A2, A3, A4, A5, A6, A7, C1, C2, C4, C5, C6, E1, E2, E4, G1, G2, I4, K2, O1, O2, O5, M1, M2, M3, M5, M6, M7</p> <p>ASCA: I-A</p> <p>Praxis II (0421/5421): IA, IC, ID, IIB</p>	<p>Standard 1 - possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model</p> <ol style="list-style-type: none"> 1.1 Ability to understand the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices 1.2 Ability to understand the organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model 1.3 Ability to understand impediments to student learning and use of advocacy and data-driven school counseling -practices to act effectively in closing the achievement/opportunity gap 1.4 Knowledge of leadership principles and theories 1.5 Ability to understand individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student 1.6 Ability to understand collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student 1.7 Ability to understand legal, ethical and professional issues in pre-K–12 schools 1.8 Knowledge of developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories 1.9 Ability to understand the continuum of mental health services, including prevention and intervention strategies to enhance student success
<p>2. Foundations</p> <p>CACREP: A1, A2, A5, A6, C1, C2, C3, C5, E1, E3, G3, I4, K1, K2, K3, O3, M1, M4</p> <p>ASCA: II-A</p>	<p>Standard 2: - possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model</p> <ol style="list-style-type: none"> 2.1 Ability to understand beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

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<p>Praxis II (0421/5421): IA, IB, IC, ID</p>	<p>2.2 Knowledge of educational systems, philosophies and theories and current trends in education, including federal and state legislation</p> <p>2.3 Knowledge of learning theories</p> <p>2.4 Knowledge of history and purpose of school counseling, including traditional and transformed roles of school counselors</p> <p>2.5 Knowledge of human development theories and developmental issues affecting student success</p> <p>2.6 Ability to understand district, state and national student standards and competencies, including ASCA Student Standards</p> <p>2.7 Ability to understand legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies</p> <p>2.8 Knowledge of three domains of academic achievement, career planning, and personal and social development</p>
<p>3. Delivery</p> <p>CACREP: A7, C1, C2, C4, C5, C6, E1, E2, E3, E4, G1, G2, G3, K1, K2, K3, O3, O5, M6, M7</p> <p>ASCA: III-A</p> <p>Praxis II (0421/5421): IIA</p>	<p>Standard 3 - possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model</p> <p>3.1 Ability to understand the concept of a school counseling core curriculum</p> <p>3.2 Ability to understand counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy</p> <p>3.3 Knowledge of counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance</p> <p>3.4 Ability to understand classroom management</p> <p>3.5 Knowledge of principles of career planning and college admissions, including financial aid and athletic eligibility</p> <p>3.6 Knowledge of principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income</p> <p>3.7 Ability to understand responsive services</p> <p>3.8 Ability to understand crisis counseling, including grief and bereavement</p>
<p>4. Management</p> <p>CACREP: I4, I5, M1, M2, M3, M5, M7, O1, O2, O4, O5</p>	<p>Standard 4 - possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model</p> <p>4.1 Ability to understand leadership principles, including sources of power and authority, and formal and informal leadership</p>

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<p>ASCA: IVA Praxis II (0421/5421): IIA, III</p>	<p>4.2 Ability to understand organization theory to facilitate advocacy, collaboration and systemic change 4.3 Ability to understand use of presentation skills for programs such as teacher in-services and results reports to school boards 4.4 Ability to understand data-driven decision making 4.5 Ability to understand current and emerging technologies such as use of the Internet, Web-based resources and management information systems</p>
<p>5. Accountability CACREP: I1, I2, I3, I4, I5, O3 ASCA: VA Praxis II (0421/5421): IV</p>	<p>Standard 5 - possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model</p> <p>5.1 Ability to understand the basic concept of results-based school counseling and accountability issues 5.2 Ability to understand basic research and statistical concepts to read and conduct research 5.3 Ability to use data to evaluate program effectiveness and to determine program needs 5.4 Ability to understand program audits and results reports</p>
<p>6. Assessment and Evaluation CACREP: G3, I3, I4, I5 ASCA: IVA, VA Praxis II (0421/5421): IC, IIA</p>	<p>Standard 6 - possess an understanding of research methods, statistical analysis, and program evaluation, including all of the following</p> <p>6.1 Knowledge of historical perspectives concerning the nature and meaning of assessment 6.2 Knowledge of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations 6.3 Knowledge of statistical concepts, including scales of measurement, measures of central tendency, reliability, validity, indices of variability, shapes and types of distributions, and correlations 6.4 Ability to understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations 6.5 Ability to understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling</p>
<p>7. Academic Development</p>	<p>Standard 7- possess an understanding of the relationship between</p>

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<p>CACREP: K1, K2, K3, ASCA: IA, IIA, IIIA</p> <p>Praxis II (0421/5421): IIB</p>	<p>the academic program and student achievement:</p> <p>7.1 Ability to understand the relationship of the school counseling program to the academic mission of the school</p> <p>7.2 Ability to understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school</p> <p>7.3 Ability to understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p>
<p>8. Collaboration and Consultation</p> <p>CACREP:M1, M2, M3, M4, M5, M7</p> <p>ASCA: IA, IIIA, IVA</p> <p>Praxis II (0421/5421): IIA</p>	<p>Standard 8 - possess an understanding of the relationships the educational system has with its various stakeholders including all of the following</p> <p>8.1 Ability to understand the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration</p> <p>8.2 Knowledge of strategies to promote, develop, and enhance effective teamwork within the school and the larger community</p> <p>8.3 Knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students</p> <p>8.4 Ability to understand systems theories, models, and processes of consultation in school system settings</p> <p>8.5 Knowledge of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children</p> <p>8.6 Ability to understand the various peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) and how to coordinate them</p> <p>8.7 Knowledge of school and community collaboration models for crisis/disaster preparedness and response</p>
<p>9. Professional Practice</p>	<p>Standard 9 - provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities to counsel age appropriate individuals who represent the ethnic and demographic population they intend to serve</p> <p>9.1 Practicum – students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10 week academic term to include the following</p> <ul style="list-style-type: none"> • At least 40 clock hours of direct service with grade

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	<p>appropriate individuals they intend to serve that contributes to the development of counseling skills</p> <ul style="list-style-type: none"> • Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor which is working in biweekly consultation with a program faculty member in accordance with the supervision contract • An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor • The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interaction with grade appropriate individuals they intend to serve • Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum <p>9.2 Internship – completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional school counselor appropriate to the designated program area. Each student's internship includes all of the following</p> <ul style="list-style-type: none"> • At least 240 clock hours of direct service, including experience leading groups • Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor • An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member • The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings) • The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with grade appropriate individuals they intend to serve • Evaluation of the student's counseling performance throughout the internship, including documentation of a
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	formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor
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